

Why conduct research? What is the goal?

From where did single-case research emerge?  
What is the logic behind SCDs?

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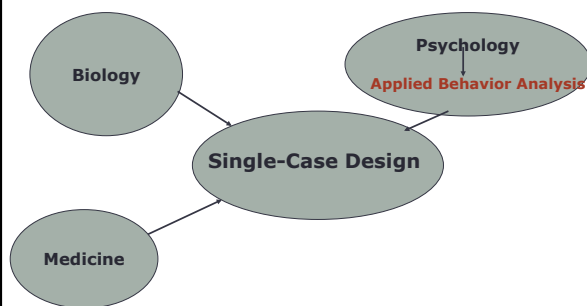
SPCD 619  
Week 2

A Methodology in and of itself isn't  
"bad" or "good".



The research question determines  
which method to use.

### Foundations of Single-case Design



### History of Applied Behavior Analysis

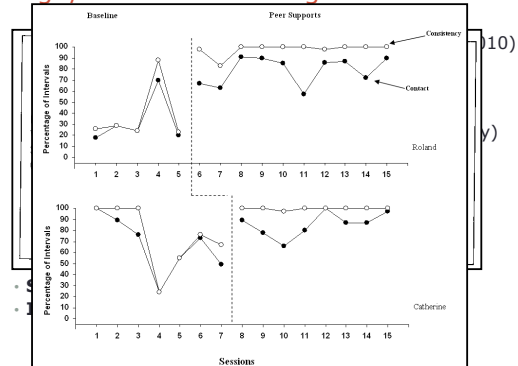
- 1930s to today
  - Experimental analysis of behavior
  - B.F. Skinner
- Mid-1950s to 1960s
  - Laboratory with children and adults
  - Don Baer, Sidney Bijou, Allyon & Michael
- 1960s to present
  - "Real world" applications, including educational settings
  - Broad application



**HOWEVER:**

SCDs can be used to examine interventions “based in other theoretical models” (Gast, p. 13, 2010)

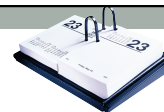
**Logic/Foundations of Single-Case Research**



**Research Questions that can be answered with SCDs**

- Does the independent variable (IV) produce a change in the dependent variable (DV)? (**demonstration of an effect**) (evaluating IV effects relative to baseline)
- Comparison of effectiveness of one or more IVs (**comparison**) (does intervention A or B result in a greater increase in social initiations?)
- Which component of an IV accounts the change in the DV? (**component analysis**)
- How “much” of an IV is needed to produce a meaningful change in the DV? (**parametric**)

**Next Week**



- For next week, Week 3, read the Fisher et al. article, Chapter 4 in the Gast text, and the Horner et al. article; at least look briefly at the other, optional articles.
- Consider what makes an educational or clinical practice “evidence-based.” Be able to describe practices in your school/clinic that are considered evidence-based.
- Read the Fisher et al. (2013) article carefully, noting the various sections within the paper and paying special attention to the research question.